Close Analytic Reading
A Powerful Toolkit for Today's Students

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The fruits of a close reading process

Peter Jacoby

1.44

What does 1.44 mean to you?

Room number 163029

Cohen's Standard	Effect Size	Percentile Standing	Percent of Nonoverlap
	2.0	97.7	81.1%
	1.9	97.1	79.4%
	1.8	96.4	77.4%
	1.7	95.5	75.4%
	1.6	94.5	73.1%
	1.5	93.3	70.7%
	1.4	91.9	68.1%
	1.3	90	65.3%
	1.2	88	62.2%
	1.1	86	58.9%
	1.0	84	55.4%
	0.9	82	51.6%
LARGE	0.8	79	47.4%
	0.7	76	43.0%
	0.6	73	38.2%
MEDIUM	0.5	69	33.0%
	0.4	66	27.4%
	0.3	62	21.3%
SMALL	0.2	58	14.7%
	0.1	54	7.7%
	0.0	50	0%

http://www.uccs.edu/lbecker/effect-size.html

What we are going to do today…

- Show you a powerful tool for your students' learning, academic future, test taking, career, life…

- Participate in the process as if you were a student...experience it to learn it.

- Gain background into the research and the standards for a construct of close reading.

- Have an amazing tool to use for teacher and student engagement and growth.

Ralph Tyler

" Tyler first gained professional attention through his participation as research director of the Eight- Year Study, sponsored by the Progressive Education Association to evaluate and systematize the efforts of progressive schools to free their curricula from the domination of the colleges. The curriculum results of the study were summarized by Giles, McCutchen, and Zechiel (1942), who noted that curriculum development and evaluation involved attention to four basic issues: identifying objectives, selecting the means for attaining those objectives, organizing those means, and evaluating the outcomes. It seems apparent that their work influenced Tyler in his preparation of the syllabus for the graduate course he was offering at the University of Chicago. It is this syllabus for Education 305 (Tyler 1950) that presents and explicates what has become known as the "Tyler Rationale."

I was fake reading….

Did anyone say to me…

I could tell you were really thinking and working toward understanding this text.

I had evidence that you were trying to understand everything you read.

Reading is like a bowl of salad

Salad Bowl

Reading

Thinking

1   Mikey and I had nowhere to go, in our own neighborhood or out of it, but away from

2   this man who was chasing us. He impelled us forward; we compelled him to follow our

3   route. The air was cold; every breath tore my throat. We kept running, block after block;

4   we kept improvising, backyard after backyard, running a frantic course and choosing it

5   simultaneously, failing always to find small places or hard places to slow him down, and

6   discovering always, exhilarated, dismayed, that only bare speed could save us—for he

7   would never give up, this man—and we were losing speed.

8   He chased us through the backyard labyrinths of ten blocks before he caught us by our

9   jackets. He caught us and we all stopped.

10   We three stood staggering, half blinded, coughing, in an obscure hilltop backyard: a

11   man in his twenties, a boy, a girl. He had released our jackets, our pursuer, our captor,

12   our hero: he knew we weren't going anywhere. We all played by the rules. Mikey and I

13   unzipped our jackets. I pulled off my sopping mittens. Our tracks multiplied in the

14   backyard's new snow. We had been breaking new snow all morning. We didn't look at

15   each other. I was cherishing my excitement. The man's lower pants legs were wet; his

16   cuffs were full of snow, and there was a prow of snow beneath them on his shoes and

17   socks. Some trees bordered the little flat backyard, some messy winter trees. There was

18   no one around: a clearing in a grove, and we the only players.

19   It was a long time before he could speak. I had some difficulty at first recalling why

20   we were there. My lips felt swollen; I couldn't see out of the sides of my eyes; I kept

21   coughing.

22   "You stupid kids," he began perfunctorily.

Results of the Salad Bowl

think more than read

Read on and annotate

We three stood staggering, half blinded, coughing, in an obscure hilltop backyard: a man in his twenties, a boy, a girl. He had released our jackets, our pursuer, our captor, our hero: he knew we weren't going anywhere. We all played by the rules. Mikey and I unzipped our jackets. I pulled off my sopping mittens. Our tracks multiplied in the backyard's new snow. We had been breaking new snow all morning. We didn't look at each other. I was cherishing my excitement..

We three stood staggering, half blinded, coughing, in an obscure hilltop backyard: a man in his twenties, a boy, a girl. He had released our jackets, our pursuer, our captor, our <u>hero</u>: he knew we weren't going anywhere. We all played by the rules. Mikey and I unzipped our jackets. I pulled off my sopping mittens. Our tracks multiplied in the backyard's new snow. We had been breaking new snow all morning. We didn't look at each other. I was <u>cherishing</u> my excitement.

Turn and talk

Speaking and Listening Anchor Standards

Standard 1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

1   Mikey and I had nowhere to go, in our own neighborhood or out of it, but away from
2   this man who was chasing us. He impelled us forward; we compelled him to follow our
3   route. The air was cold; every breath tore my throat. We kept running, block after block;
4   we kept improvising, backyard after backyard, running a frantic course and choosing it
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20   we were there. My lips felt swollen; I couldn't see out of the sides of my eyes; I kept
21   coughing.

22   "You stupid kids," he began perfunctorily.

Find two or three vocabulary words essential
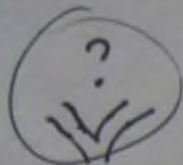for the understanding of this passage.

Close Reading of...
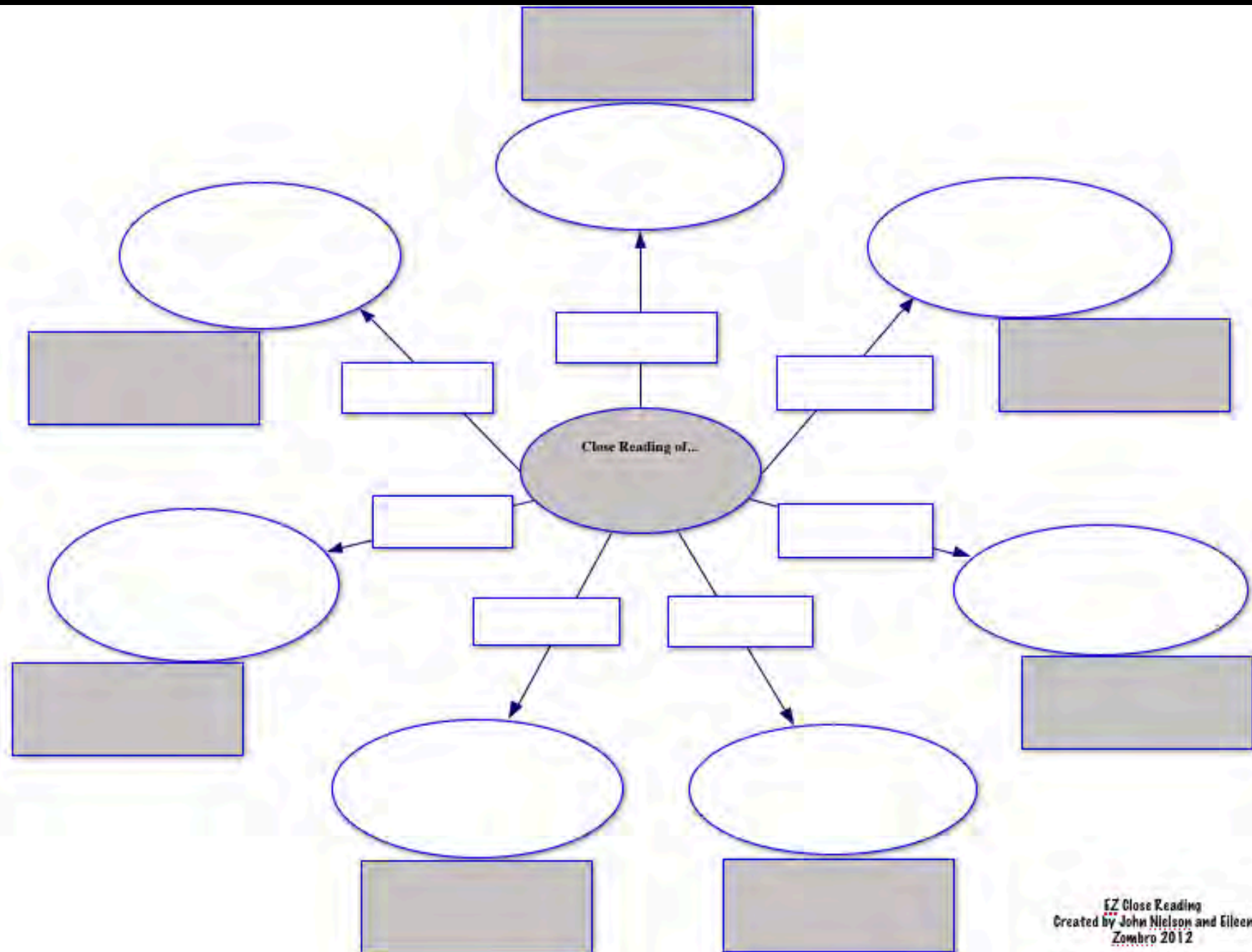
Vocabulary

Tier 2 and Tier 3

The Road (Not) Taken

who is the speaker?

why *not* taken?

where does the road go?

le = whistful?
nostalgic?

?

↓ Is it autumn?

Literal Level:
A person is walking in the woods + comes to a fork in the road. Tries to look down one road, but can't see where it leads. Both roads same — picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

Two roads diverged in a yellow wood,

And sorry I could not travel both   regretful

And be one traveler, long I stood

m." And looked down one as far as I could ⎫ shows takes time to think!

To where it bent in the undergrowth; ⎭

n't know
s   Then took the other, as just as fair,   So, are the roads the same?

And having perhaps the better claim   ⎫ at that point —
not walked on
Because it was grassy and wanted wear;   ⎬ but still, similar.

Though as for that, the passing there

Had worn them really about the same.   ⎭

↑ not so different

to way
how the And both that morning equally lay

In leaves no step had (trodden) black.   → ? means stepped on

← Oh, I kept the first for another day!

Yet knowing how way leads onto to way; ⎫ He knows once he picks, he'll never get the chance again

I doubted if I should ever come back.

TRUE — ONCE HE PICKS, IT'S DONE

I shall be telling this with a sigh   will always wonder

- Figurative -
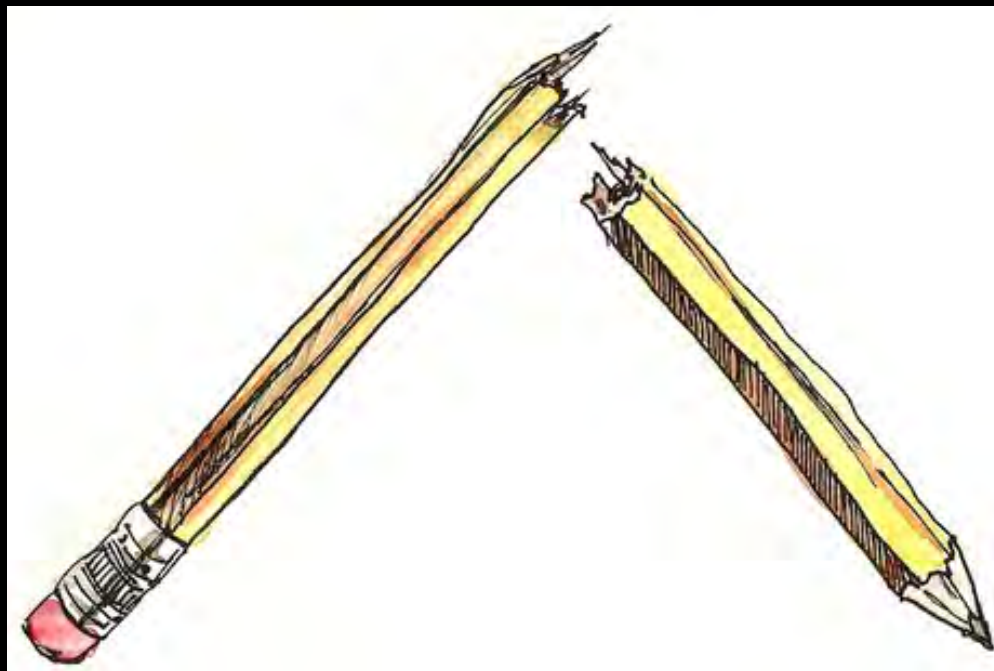In life, there are choices where neither one is so great that it jumps at you. You have to pick, so you do. And then that choice leads to people, experiences

Anti-Annotator Alert

The three stories

The Progression

EZ Close Reading Progression Grades 2-6

Step 1: Selection of a **Complex Text**

Three lenses of text complexity
1. Quantitative
2. Qualitative
3. Reader to Text and Task

Selection of a complex text is paramount to the success of the close read. The text should be challenging. A simple guide is no student should have complete sense making on the first read. Kids are hungry for challenge.

Step 2: **Reading** and Re-reading

1. Read independently/annotate-Discuss
2. Fluent read (group)-Discuss
3. Re-read/annotate (partner or independent)-Discuss

Students may need sufficient background for the challenge of the text. Supplying that through Tier 3 vocabulary or engaging support to launch the readers may be necessary. The desired result is to get students to read more than once and to look freely for evidence in the text. Think notes are another term for annotating.

Step 3: **Vocabulary**

1. Independent work with context and working definitions
2. Partner work
3. Whole group work/discussion

Students re-read to define and comprehend vocabulary using context. Graphic organizers are effective. Partners are used to assist in a working definition, stressing that resource use for definitions is not always necessary. Whole group summary ties up the loose ends of definitions or understandings.

Step 4: **Text Dependent Questions** (TDQs)

1. Independent
2. Partner/small group
3. Whole group/discussion

Text Dependent Questions are intended to get students to think at a higher level, be a critical thinker, be able to use the text for evidence (cite it in the text), and ultimately make them a bit of an expert for what they read. Time to share ideas with partners and the group is critical for this.

Step 5: **Writing**

1. Discuss prompt with partner/small group
2. Discuss prompt with whole class
3. Independently completes writing

Writing is an important factor in processing one's thinking and ultimately in communicating a thought, answer, or understanding clearly.

Step 6: **Sharing**

1. Share response or writing with partner
2. Share with whole group
3. Share written response with teacher

Sharing is an opportunity to reflect on one's thoughts, beliefs, and gained expertise and to re-evalute one's understandings. It is a critical area of learning that is often neglected due to time constraints. Please do not neglect it.

Text Dependent Questions

Find two places that define the author's style in this piece.
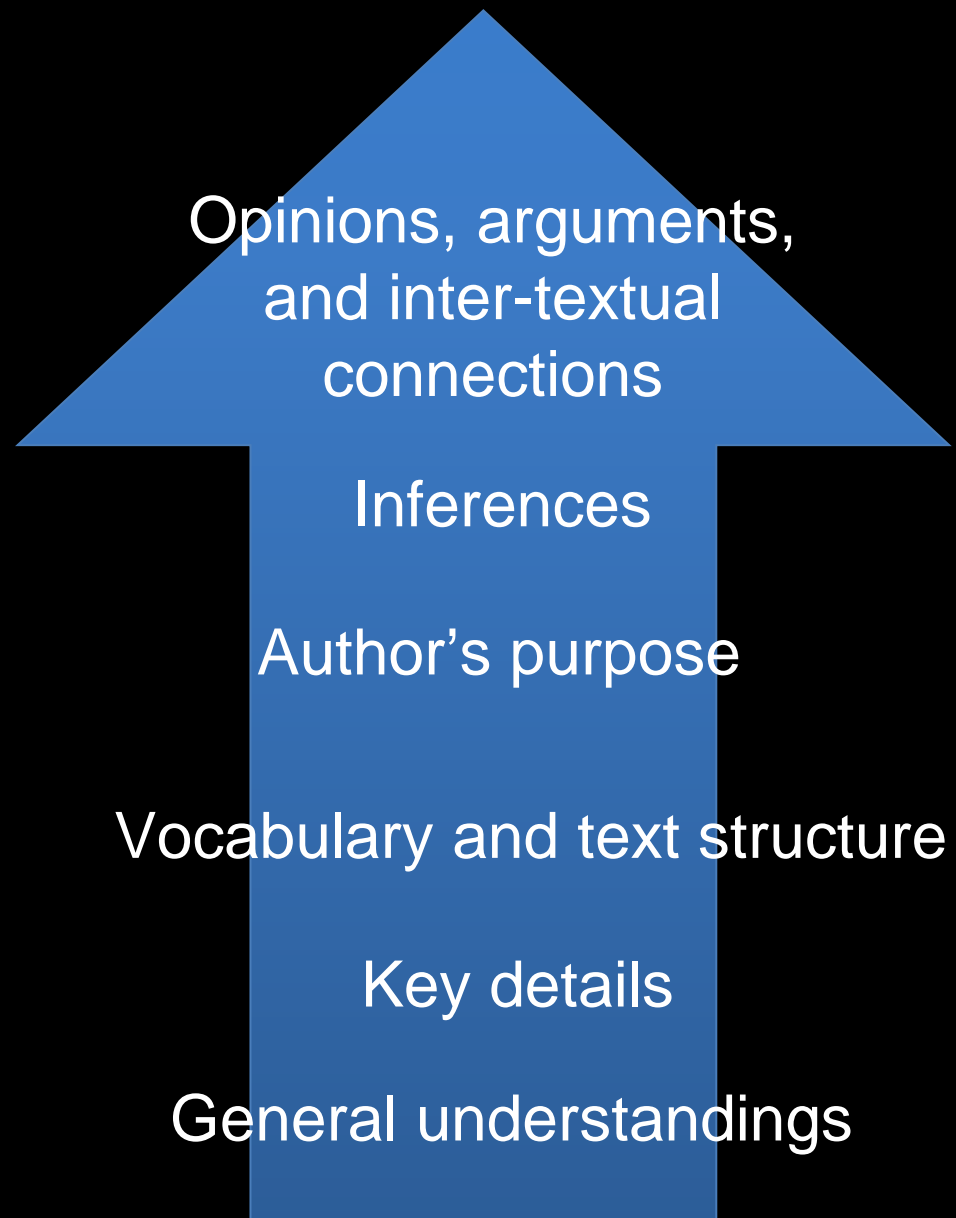
What does this question make a student do?

Text Dependent Questions

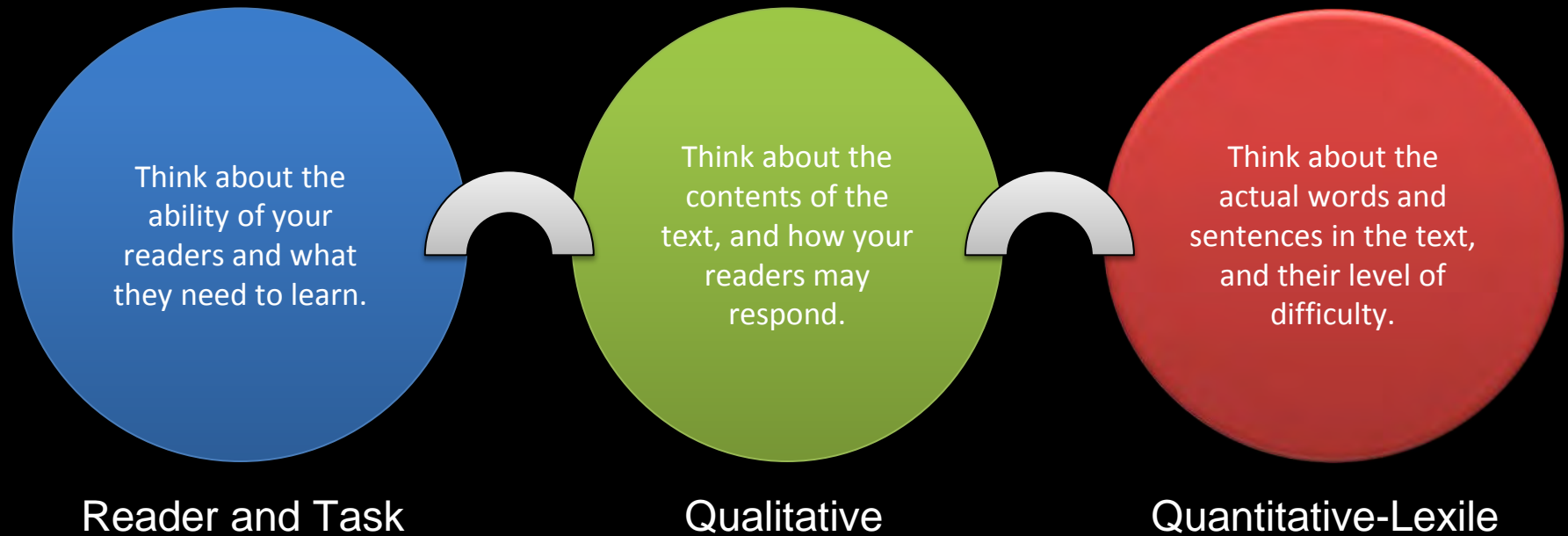Can you give an example of…

Template

Text Dependent Questions

Opinions, arguments, and inter-textual connections

Inferences

Author's purpose

Vocabulary and text structure

Key details

General understandings

Video Spirit Island

To find a complex text requires *a more comprehensive* look at *how* we select the text we ask our kids to read.

Reader and Task

Think about the ability of your readers and what they need to learn.

Qualitative

Think about the contents of the text, and how your readers may respond.

Quantitative-Lexile

Think about the actual words and sentences in the text, and their level of difficulty.

The three lenses of text complexity
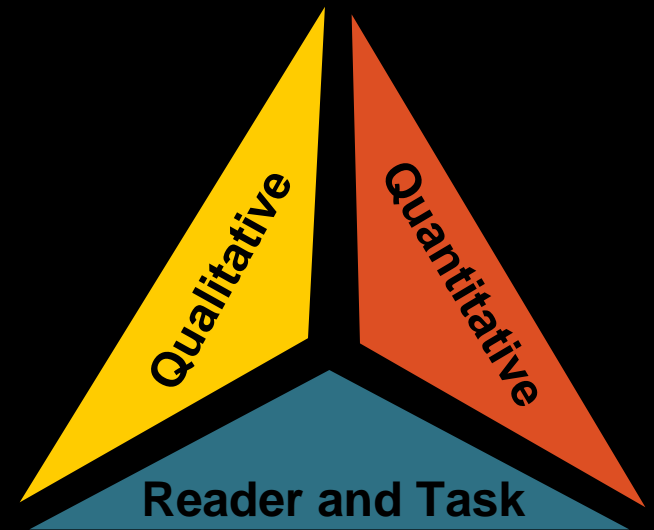
Text Complexity

1. Quantitative measures

-- readability and other scores of text complexity often best measured by computer software.

2. Qualitative measures

– levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

3. Reader and Task

– background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Qualitative

Quantitative

Reader and Task

Administrators perspective on text complexity

Brian McGeehan

After the Break

Grade 1 Close Read

Grade Level Handouts

A Street Through Time (Grade 1-3)

Constitution (5-8)

Transfats (4-6)

Lizzy Bright (6-8)

Nothing Gold Can Stay (6-8)

Closing Shot

College and Career Readiness Anchor Standards for Reading						
Key Ideas and Details - Literature						
Anchor Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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For more information

Hattie's Research

How to develop high expectations for each student
1.44
Refers to students' expectations for and beliefs in themselves. Involves students predicting or self-reporting their grades. Implications: teachers need to provide opportunities for students to be involved in predicting their performance. "Making the learning intentions and success criteria transparent, having high, but appropriate, expectations, and providing feedback at the appropriate levels is critical to building confidence in taking on challenging tasks."

Teacher-student relationships

0.72

Interestingly, "when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students." "Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student."

Reciprocal teaching

0.74

Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.

How to provide better feedback

0.75

Among most powerful of influences, especially when it is from the student to the teacher. If the teacher is open to feedback regarding what students know and understand, where they make errors, when they have misconceptions, and when they are disengaged, then they can respond accordingly. Feedback is about providing information about the task performance. Effect sizes from these studies show considerable variability, meaning some forms of feedback are more powerful than others. Least effective: programmed instruction, praise, punishment, and extrinsic rewards. Feedback is more effective when it provides information on correct rather than incorrect responses and when it builds on changes from previous trials.

Vocabulary programs

0.67

Students who experienced vocabulary instruction experienced major improvements in reading comprehension and overall reading skills. Most effective vocabulary instruction included providing both definitional and contextual information, involved students in deeper processing, and gave students more than 1 or 2 exposures to the word to be learned.

Bibliography and Supporting Resources

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